

**NEOSHO COUNTY COMMUNITY COLLEGE
MASTER COURSE SYLLABUS**

COURSE IDENTIFICATION

Course Code/Number: PSYC 263

Course Title: Developmental Psychology

KRSN: PSY2020-HumanLifespan/Developmental Psychology
(Kansas Regents Shared Number)

Please visit the Kansas Board of Regents website for more information.

Division: Applied Science (AS) Liberal Arts (LA) Workforce Development (WD)
 Health Care (HC) Lifetime Learning (LL) Nursing Developmental

Credit Hour(s): 3

Effective Date: Summer 2017

Assessment Goal Per Outcome: 70%

COURSE DESCRIPTION

Developmental Psychology provides a broad, comprehensive background in the study of human development from conception to death. The course is a chronological survey of the interaction of the biological, cognitive, emotional and social factors that shape the development of the individual.

MINIMUM REQUIREMENTS/PREREQUISITES AND/OR COREQUISITES

PSYC 155 General (Introductory) Psychology

TEXTS

The official list of textbooks and materials for this course is found on *myNeosho*.

<http://www.neosho.edu/ProspectiveStudents/Registration/CourseSyllabi.aspx>

GENERAL EDUCATION OUTCOMES

1. Practice Responsible Citizenship through:
 - identifying rights and responsibilities of citizenship,
 - identifying how human values and perceptions affect and are affected by social diversity,
 - identifying and interpreting artistic expression.
2. Live a healthy lifestyle (physical, intellectual, social) through:
 - listing factors associated with a healthy lifestyle and lifetime fitness,
 - identifying the importance of lifetime learning,
 - demonstrating self-discipline, respect for others, and the ability to work collaboratively as a team.
3. Communicate effectively through:
 - developing effective written communication skills,
 - developing effective oral communication and listening skills.
4. Think analytically through:
 - utilizing quantitative information in problem solving,
 - utilizing the principles of systematic inquiry,
 - utilizing various information resources including technology for research and data collection.

COURSE OUTCOMES/COMPETENCIES (as Required)

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

Specific competencies were developed by NCCC and represent the suggested minimum content for this course.

At the end of this course, a student should be able to do the following:

Outcome 1: Distinguish among developmental theories.

- a. Define life-span development and identify its major domains.
- b. Identify and differentiate the psychoanalytic, cognitive, behavioral/social cognitive, ethological, and ecological theories of development.

Outcome 2: Identify research methods in development.

- a. Identify and differentiate the various methods of conducting developmental research including descriptive methods, correlational studies, and experiments.
- b. Demonstrate an understanding of the guidelines for conducting ethical research established by the American Psychological Association.

Outcome 3: Describe social and emotional development throughout the lifespan.

- a. Describe factors influencing infant temperament including attachment, stranger anxiety, and the types and function of crying.

- b. Describe the different types of childhood play.
- c. Identify and describe Erikson's Psychosocial and Freud's Psychosexual Stages of Development.
- d. Describe the differences between Piaget's and Kohlberg's approach to moral development.
- e. Explain the importance and function of self-concepts and self-esteem.
- f. Identify and explain factors associated with child maltreatment including potential consequences.
- g. Identify the role that peer groups and families play in childhood and adolescence.
- h. Identify the various kinds of love associated with relationship development.
- i. Define the concept of sexuality and describe the major factors influencing sexual orientation
- j. Identify and describe the concept of gender development through childhood and adolescence.
- k. Identify and explain the major characteristics of Baumrind's parenting styles including the behavioral outcomes for children.

Outcome 4: Explain cognitive development throughout the lifespan.

- a. Identify and describe Piaget's Stages of Cognitive Development, and Vygotsky's Sociocultural Theory.
- b. Explain Noam Chomsky's theory of language acquisition (Language Acquisition Device), the basic sequence of language development milestones, and the rule systems of language.
- c. Identify basic methods of language instruction.
- d. Identify the various developmental stages of intelligence, to include intellectual disability (mental retardation) and giftedness, and the common forms of intelligence testing.
- e. Describe classical conditioning, operant conditioning, and observational learning.
- f. Explain changes in cognitive development during late adulthood, including the onset/causes of dementia.

Outcome 5. Identify physical development throughout the lifespan.

- a. Explain gamete formation.
- b. Explain the concept of genetic predisposition, including recessive genetic traits.
- c. Identify and explain the prenatal stages of development.
- d. Identify and describe the stages of the birth process.
- e. Explain the sequence of motor skill development from neonate to infancy, to include Cephalocaudal and Proximodistal development.
- f. Define Sudden Infant Death Syndrome and describe its primary risk factors/causes.
- g. Explain the advantages and disadvantages of breast feeding versus bottle feeding.
- h. Identify the major components of the male and female reproductive systems to include the relationship between hormone production and sexual/reproductive maturation.
- i. Identify and explain the role hormones play in physical and psychological changes associated with puberty.
- j. Identify physical changes associated with adulthood, to include diet and nutrition, chronic diseases/illness, and andropause and the climacteric/menopause.

Outcome 6: Summarize neurological development throughout the lifespan.

- a. Describe the similarities and differences between the Apgar and Brazelton neonatal assessment scales.
- b. Identify common genetic and chromosomal abnormalities.
- c. Identify common teratogens and explain their relationship to birth defects.
- d. Identify and describe neonatal reflexes.
- e. Explain developmental changes in the brain beginning with the onset of puberty through the period of emerging adulthood to include emotional expression, impulse control, and advances in abstract and analytical/critical thinking.
- f. Identify and explain the major characteristics of Alzheimer's disease.

Outcome 7: Describe the processes of death and dying.

- a. Identify and describe the five stages of the dying process proposed by Elizabeth Kubler-Ross.
- b. Identify and describe end-of-life issues including defining death, hospice care, living wills (advanced directives), active/passive euthanasia, and grieving.

MINIMUM COURSE CONTENT

The following topics must be included in this course. Additional topics may also be included.

1. The Life-span Perspective
2. Beginnings
 - a. Biological Beginnings
 - b. Prenatal Development and Birth
3. Infancy
 - a. Physical Development in Infancy
 - b. Cognitive Development in Infancy
 - c. Socioemotional Development in Infancy
4. Early Childhood
 - a. Physical and Cognitive Development in Early Childhood
 - b. Socioemotional Development in Early Childhood
5. Middle and Late Childhood
 - a. Physical and Cognitive Development in Middle and Late Childhood
 - b. Socioemotional Development in Middle and Late Childhood
6. Adolescence
 - a. Physical and Cognitive Development in Adolescence
 - b. Socioemotional Development in Adolescence
7. Early Adulthood
 - a. Physical and Cognitive Development in Early Adulthood
 - b. Socioemotional Development in Early Adulthood
8. Middle Adulthood

- a. Physical and Cognitive Development in Middle Adulthood
 - b. Socioemotional Development in Middle Adulthood
9. Late Adulthood
- a. Physical Development in Late Adulthood
 - b. Cognitive Development in Late Adulthood
 - c. Socioemotional Development in Late Adulthood
10. Endings
- a. Death, Dying, and Grieving

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

INSTRUCTIONAL METHODS

For specific instructional methods see the syllabus supplement on the syllabus page for this class on *myNeosho*.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

A = 90–100% B = 80–89% C = 70–79% D = 60-69% F = 0-59%

For specific instructional methods see the syllabus supplement on the syllabus page for this class on *myNeosho*.

ASSESSMENT OF STUDENT GAIN

The purpose of assessing student learning at Neosho County Community College is to ensure the educational purposes of the institution are met and appropriate changes are made in program development and classroom instruction to allow for student success. The instructor(s) of this course will determine the methods of assessment most appropriate and complete an assessment report at the end of the course.

Attendance Policy

1. NCCC values interactive learning which promotes student engagement in the learning process. To be actively engaged, the student must be present in the learning environment.
2. Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-eighth of the total course duration, (which equates to one hundred (100) minutes per credit hour in a face-to-face class) the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been

dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified. Please refer to the Student Handbook/Academic Policies for more information

3. Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

ELECTRONIC DEVICE POLICY

Student cell phones and other personal electronic devices not being used for class activities must not be accessed during class times unless the instructor chooses to waive this policy.

NOTE

Information and statements in this document are subject to change at the discretion of NCCC. Students will be notified of changes and where to find the most current approved documents.

ACCOMMODATIONS

If you are a student with a disability who may need accommodation(s), in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, please notify the Dean of Student Services in the Student Services Office, Sanders Hall, 620-432-0304, on the Chanutte Campus, or the Dean for the Ottawa and Online Campuses, 785-248-2798, on the Ottawa Campus as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

NON-DISCRIMINATION POLICY

The following link provides information related to the non-discrimination policy of NCCC, including persons with disabilities. Students are urged to review this policy.

<http://www.neosho.edu/Departments/NonDiscrimination.aspx>

SEXUAL MISCONDUCT POLICY (TITLE IX)

At NCCC, it is the responsibility of an instructor to help create a safe learning environment in the classroom, including both physical and virtual classrooms. All instructors are considered mandatory reporters at NCCC, therefore any information regarding sexual misconduct that is shared by a student in one-on-one meetings with the instructor must be reported to appropriate personnel at the College. Instructors will keep the information private to the greatest extent possible, but it is not confidential. Generally, climate surveys, classroom writing assignments or discussions, human subjects research, or events such as Take Back the Night events do not provide notice that must be reported to the Coordinator by employees, unless the reporting party clearly indicates that they wish a report to be made.

The following link provides information related to the sexual misconduct policy of NCCC, including resources, reporting options, and student rights. Students are urged to review this policy.

<http://www.neosho.edu/TitleIX.aspx>

COURSE NOTES

In order to achieve an optimum learning environment, students are expected to conduct themselves in a mature and responsible manner, and to avoid introducing hazardous materials or inciting disruptive behaviors into the classroom. These issues, as well as others, may be addressed in the Syllabus Supplement of each individual instructor.